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handwriting had begun to show the advancing years; but his pen had not lost its cunning nor had his sarcasm begun to fail. It is, like others of his earlier years, a plea for human rights,—this time for two men in prison in Geneva.

"I do not know the rubrics of the city of Calvin—and I do not wish to know them! Twenty citizens have come to see me, as once the fishwives of Paris paid me a similar honor. I prepared for the latter a little compliment for the King, which was well received; and I did the same for these citizens, but this has not been received in similar fashion. It appears that certain gentlemen of twenty-five are greater seigneurs than the King. I did not know that fishwives had greater privileges than such citizens; but I ask your protection for these poor devils who know only that they exist. I do not speak of the 'perruques quarrées' but of these native citizens."

This is not mathematical; it is not the letter of a mathematician; but it gives a personal view of a man who did something for mathematics and everything that man could do in the middle of the eighteenth century for human liberty.

## QUESTIONS AND DISCUSSIONS.

EDITED BY W. A. HURWITZ, Cornell University, Ithaca, N. Y.

### NEW QUESTION.

The discussion below by Professor Bradley leads to the request for consideration by readers of the MONTHLY of the following question:

45. Is every non-trivial solution in integers of the equation  $t^3 = x^3 + y^3 + 1$  expressible in the form  $x = 9r^4 - 3r$ ,  $y = 9r^3 - 1$ ,  $t = 9r^4$ ? If there are non-trivial solutions not expressible in this form, can a general solution be found?

### REPLIES.

30. (1916, 88, 354; 1920, 114, 362; 1921, 124). A certain Normal University wishes to offer thirty-five hours of college mathematics for the benefit of high school teachers. What should these courses be in order that, primarily, they may be of the greatest value to high school teachers of mathematics and, secondarily, that they may furnish stimulus for a more extended pursuit of the subject?

REPLY BY T. G. RODGERS, New Mexico Normal University.

It is disappointing that the above question has not called forth a full and varied discussion from which, at least, a certain minimum of essential courses might be agreed upon. Such a discussion would be of great value to a certain class of institutions and the secondary schools with which they are closely associated.

Readers of the MONTHLY may have considered that the replies to Question 31 (1916, 395-399), included the above. These excellent articles gave existing conditions in standard colleges and universities but had no reference to normal schools.

Until comparatively recent years no professional training of college rank for the benefit of secondary teachers of mathematics existed in this country and the normal schools confined their efforts to the training of teachers for the grades. At present, as the above replies point out, many colleges, especially the universities with large graduate departments, offer some courses designed primarily for teachers of secondary mathematics. The normal schools which are collegiate institutions, but not graduate institutions, are gradually teaching other college subjects besides their traditional two years of professional training for teachers of the grades.

The colleges and universities, however, though offering courses in the teaching of subjects, put the emphasis upon the development of an atmosphere conducive to the pursuit of scholarship and research rather than good teaching, while the normals lay the emphasis upon the development of enthusiasm for good teaching rather than for research. The universities supply the teachers for the large high schools which can afford to pay for graduate training; the normals supply the